

Social risks and statuspassages in life course: introduction to the first international symposium

Heinz, Walter R.

Veröffentlichungsversion / Published Version
Arbeitspapier / working paper

Empfohlene Zitierung / Suggested Citation:

Heinz, W. R. (1989). *Social risks and statuspassages in life course: introduction to the first international symposium*. (Arbeitspapier / Sfb 186, 4). Bremen: Universität Bremen, SFB 186 Statuspassagen und Risikolagen im Lebensverlauf.
<https://nbn-resolving.org/urn:nbn:de:0168-ssoar-48380>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY-NC-ND Lizenz (Namensnennung-Nicht-kommerziell-Keine Bearbeitung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier:
<https://creativecommons.org/licenses/by-nc-nd/4.0/deed.de>

Terms of use:

This document is made available under a CC BY-NC-ND Licence (Attribution-Non Commercial-NoDerivatives). For more information see:
<https://creativecommons.org/licenses/by-nc-nd/4.0>

Social Risks and Statuspassages
in Life Course

—

Introduction to the First
International Symposium

Walter R. Heinz

Working Paper No. 4

Editor: The Board of the SFB 186, Bremen, F.R.G., 1989

Preface

The Sonderforschungsbereich (Special Collaborative Programme) "Status Passages and Social Risks in Life Course" started with its international conferences in October 1989. This working paper contains the presentation opening the first International Symposium which was held at the University of Bremen.

For this Symposium we invited social scientists from various countries who have made important contributions to life course theory and research to present their views.

The working paper sketches the research programme of the Sonderforschungsbereich and gives a short progress report for each of its eleven projects. The papers which were presented at the conference (see the enclosed programme) will be published in 1990.

Walter R. Heinz
Chair
Sfb 186

1. On the Scope of the Research Programme

Our research programme starts from the well-founded observation that there are modifications in life course patterns of men and women which result from deregulations in the labour market, changing orientations to work and new cultural developments. These trends have not only destabilized relationships between education, employment and family life but also transitions in life course. Unemployment and deregulation of employment conditions have led to an increase of flexible forms of labour. New role conceptions and changed family life styles are not only influenced by new life perspectives of women and men and by processes occurring in the labour market and by the social policy of the state.

Social risks that result from changing conditions of employment and family life are dealt with in the research programme by focusing on variations of the so-called "normal biography" as well as on rules and regulations of institutions. We assume that life perspectives and variations in life course are developed and negotiated by reference to status passages which link various areas and stages of life. However, it is an open question whether structural changes and discontinuities between status passages have already led or will lead to an erosion of traditional life course patterns. This relates to transitions from school to training, from training to work, to status passages within the employment system as well as to transitions between employment and family and to the temporary or final retreat from the world of work.

The institutionally assorted sequences of status transitions between these sectors of life that have predominated the life course for quite some time cannot be taken for granted anymore. There are new options and risks which may result in a situation in which coping with incomplete or extended status passages becomes a major task of coping with one's life course. In such a situation individuals have to modify traditional status passages and the institutions of the welfare state have to construct new passages which lead to a secondary normalization of life course in order to prevent social marginalization.

These assumptions lead to three main lines of question which have been taken up by the eleven projects of our research programme:

- To what extent do male and female life course patterns change as a result of specific social risks, their institutional treatment and new life perspectives?
- How do individuals cope with discontinuities in the life course and with frictions between institutionalized patterns and their biographical projects and how do they deal with opportunities and restrictions related to status passages?
- To what extent do institutions of the labour market, of vocational training and of social policy contribute to an increase of social risks; what is their role in dealing with consequences of social risks in life course, and do they maintain their notions of normal biography or do they offer adjustments to new life styles and life projects?

Our research programme also refers to structural changes on the level of institutions and asks to what extent there is a potential for redesigning institutionalized status passages and life course patterns which would permit new combinations of work, private life and education. Economic crises and social risks which play a central role in the current analysis of social change in industrial societies do not necessarily have to lead to a fundamental conversion of the entire society. It remains an open question whether discontinuities of life course, the cumulation of risks and the erosion of traditional standards of normality can be projected into a recasting of social structures.

There may be a growing potential for more egalitarian forms of solving social conflicts which will contribute to overcoming social disparities. If this is true, our society is organizing itself according to new principles of stratification. Divisions between gender and generations will become less pronounced. A more pessimistic scenario, however, would predict more segmentation according to age, gender and employment criteria. Social and economic risks which have always determined life course might become more severe for instance for the long term unemployed, single mothers, and pensioners. We are looking at institutional procedures as well as at individual solutions in view of risks in life course which occur at transitions between education, work and family and those taking place in the course of a person's employment history. This raises additional questions which relate to the capacity of social security systems for regulating and compensating risks connected

with life course transitions.

2. Conceptual framework

There are three complex concepts which define the theoretical framework of our research programme: Social risks, status passages and life course. Each concept refers to a different theoretical discourse: Social inequality, institutional organization of individual mobility and transition processes, and the cultural and subjective aspects of life course. The eleven projects which our research programme consists of attempt to relate these theoretical discourses to each other, either by focusing on institutional norms and practices or individual strategies in life course transitions. We do not focus so much on economic and demographic dimensions of social change, but rather on the consequences of changes in the labour market (e.g. increased participation of women; deregulation and flexibilization) and of family formation (e.g. postponing marriage and childbirth) on chances and risks for developing and realizing independent life plans.

Status Passages

Status passages not only regulate transitions, they also are major reference points for a person's life planning. They define the socially expected duration, sequences and optimal results of life course transitions in a normative framework (the so-called "normal biography"). Status passages differ in respect to reversibility, temporality and institutional control. Variations in timing and sequencing of occupational biographies thus may be attributed not only to the operation of labour market mechanisms, but also to differences in the life plans of individuals. We are less interested in career structures as such than in variations of status passages because conditions and decisions at branching points of the life course have long-term consequences for the distribution of social risks.

At branching points and intersections of status passages individuals have to monitor quite carefully, not only at transitions from one status to another, but also in arranging sequences within a status passage. Moreover, the less connection there is between the various spheres of life guaranteed by institu-

tional provisions and by cultural prescriptions, the more precarious status passages become. This in turn increases the pressure on the individuals to design and to recast their life courses. If they do not succeed in connecting missing links between institutions by themselves, they run the risk to be referred back to status passages with reduced space of action and problematic prospects of returning to a regular life course sequence.

In these cases the agencies of the welfare state have a twofold role: They define compensatory status passages and formulate criteria as well as selection procedures which in turn may create specific social risks. For those concerned there will be a secondary normalization or substitute continuity: mobility initiated by various agencies of the welfare state: from school to training provisions to employment offices and voluntary organizations which sponsor work creation programmes and finally to welfare offices. By transferring consequences of social risks into deficitary status passages the chances for participating in the benefits of the welfare state may be reduced in the long run as well as the opportunity for reintegrating life course by continuous one's employment.

Life Course

We conceive of life course as a sequence of status passages which are differentiated according to social and economic circumstances. Life course is a major institution of socialization, because it is a normative framework which orders the individual's life cycle. The life course programme organizes social reproduction on two levels: it defines major transitions in employment and family life - and it is a scheme for biographical orientation. It has become doubtful whether the conception of a "normal biography" still can do justice to the actual complexity of life course. Therefore, our projects focus on social processes of negotiation between institutions and individuals at the level of status passages.

One-dimensional programmes for life courses seem not to be guidelines of biographies any more. Economic crises, changing work conditions and new cultural perspectives have changed traditional phase-models of life course. We are experiencing a transformation of biographical planning, a growing tendency of male and

female life histories being decoupled from the normatively prescribed sequences. It is still undecided whether the trends mentioned imply radically new constructions of the social meaning of youth and old age, work and family life, or just new combinations of life course elements that are more and more at the disposal of the individual.

The changes in social risks and in individual life perspectives in recent years have been tied together by the formula of "individualization". It seems to be premature to interpret these changes as a radically new pattern of social relations between institutions and individuals who have been set free from class relations and cultural traditions. As life courses have become more dependent on developments in the labour market, individuals are experiencing rather new conflicts and risks that may lead to a variety of innovative, compensatory or irregular status passages. In view of this development decision-dilemmas increase between options for qualification and training, employment, family relations and the risks of becoming dependent on the welfare system. Uncertainty concerning the long-term consequences when deciding for one status passage against the other requires from the individuals to design and redesign their biography like a patchwork in time. This, however, calls for an orientation which permits a flexible response to the discontinuities of life course. These are not completely new requirements individuals are confronted with. They belong to the core of the modern welfare state which is founded on the individual's achievement and performance in the employment system. For West Germany new developments like the deregulation of the labour market and the destabilization of family relations have enlarged the individual scope of action, but have imposed more individual responsibility for failures in the construction of a coherent life course.

At any rate there are many indications that the individual meanings of life course patterns have changed: Normal biographies are redesigned by the young generation and women into a variety of new transitions and status sequences. This change, however, produces the problem for the individuals to integrate various life spheres on a sequential basis. For those who struggle to enter the employment system, the situation not only means extended material dependence on their family or the welfare state, but also the postponement of the transition to adulthood. For people who are employed it becomes more difficult to

develop an arrangement for coordinating demands stemming from work and private life on the one hand and maintaining enough scope for action for an independent life course on the other. The frictions which result from this situation are especially acute for young people and women who find themselves in unstable status passages related to work because they have to cope with various demands simultaneously: qualification and employment, employment and family, qualification and family formation.

Institutions

The institutions regulating status passages within and between education, employment and social welfare tend to assess individual life courses according to normative patterns. Although these patterns have lost their connection to reality they are still a major guideline for partitioning life course into various phases and for defining specific social risks. Education and training policies, employment strategies of the firms, labour market policies and the social policy of the state are of central importance to the organization and control of primary and secondary status passages. This is the case because they not only provide individuals with qualifications and economic resources but also decide on status passages which may permit a continuous life course or lead to disruptions and the risks of social marginalization. In regard to the organisation of life course and the coordination of life spheres the institutions also influence the orientations of the individuals. They define expectations according to performance standards and adequate timing and these criteria in turn can be interpreted and used for planning one's own biography. Institutions of the welfare state have the power to decide whether a life course is normal or irregular. Moreover, decisions of public authorities and welfare agencies are legitimized by experts, for instance psychologists or medical experts, like industrial doctors.

However, definitions and ascriptions of institutions and their agents tend not to be met with compliance. Certain regulations are disregarded, certain benefits are refused or expectations concerning behavioral change are not met. Instead of conforming with conventional status passages controlled by employment or welfare institutions, innovative arrangements are tried out which later on may be reinstitu-

tionalized as variants of the normal biography. Assessment practices of institutions decide on how to deal with a life course which does not fit institutional assumptions, whether substitute status passages are established, which resources and scopes of action for status transitions are provided for the individual.

Because intervention in labour market processes by the state is rather limited, social policy institutions tend to compensate social risks by defining them as temporary crises or critical life situations. We expect to obtain some insight on how private and public agencies manage to diffuse potential social conflicts and to what extent they change their operative regulations and provide more options for stabilizing precarious status passages and for developing more independent biographical strategies.

The central topic of our research programme is the changing relationship between life course and institutions. Indicators for more discontinuity in life course are obvious: Age at job entry is increasing and declining at retirement. The core employment phase tends to be compressed to the time between the 25th and 55th year of life. Transitions to employment have become more unpredictable and extended; at the same time status passages to retirement have become destandardized. Furthermore, occupational biographies and employment patterns have become characterized by growing insecurity and discontinuity. The risks of unemployment or underemployment are unequally distributed according to life stage and gender: In addition to young and old employees those women are hit especially hard who either look for their first job after training or who want to return to employment after a phase of child rearing. Social risks stemming from employment crises and changing patterns of family life have to be coped with by individuals in the context of socially shared institutional assumptions of normality.

Consequently, the projects of the Sonderforschungsbereich do not primarily study the temporal process-structures and trajectories of the life course, they rather analyse status passages by looking at the relationship of self-organization and institutional regulation in the pursuit of options and in coping with risks.

Research about continuity and discontinuity of life course has to proceed on two levels. It is neither sufficient to analyse institutionalized programmes nor to study subjective biographies. If you centre on agencies and mechanisms which regulate life course, it is possible to document and analyse the potentials and limits of bureaucratic and administrative processes of sorting and correcting of life courses. But, you will miss the motives, interests and orientations as well as the action strategies of individuals vis à vis the institutions involved. Therefore, we assume that it is a promising approach to analyse changes in the range of individual life course conceptions in view of persistence and adjustments of institutionalized life course programmes and vice versa. Our projects focus on arrangements and conflicts in the relationship between institutionalized status passages and the person's claims for deciding independently on the timing and combination of status passages.

These themes are of substantial bearing for explaining processes of social change. It is very likely that conflicts between institutional tendencies to insist on a regular life course despite the deregulation of the labour market and individual claims for more autonomy may develop in two directions: either to progressive solutions which open options for life course designs and arrangements between the various spheres of life, or to regressive solutions leading to an intensification of processes of exclusion and segmentation in the education, employment and welfare systems.

3. Progress report: What are the projects doing?

I assume that by now you must have the feeling to be lost in a conceptual Bermuda Triangle formed by status passages, social risks and life courses. In order to do away with this impression I shall present a short progress report on actual research going on in our projects.

I would like to start with a group of studies which look at the consequences of institutional norms and strategies for life course.

The project "Erosion of Traditional Employment Standards in Public Service" directed by Martin Osterland and Roderich Wahsner studies the extent of changes in the employment practices of public authorities which recently have led to an increase of precarious employment conditions. This development may contri-

bute legitimation to a decline of regular employment patterns in other sectors of the labour market, too. The research team has started to answer these questions by an analysis of the development of employment in public service by collecting statistical data in various communities of the Federal Republic. This analysis has confirmed that there not only is a stagnation of regular employment but also an increase of part-time work, temporary work and an externalization of tasks (privatization) from core sectors of public service. The project team presently is conducting case studies looking at the configurations which may explain the extent of precarious employment patterns: Mainly the public budgets, the political orientation of regional decision makers and the labour market. It will not come as a surprise to you that the collection of data for this study has turned out to be very difficult. It is a controversial topic and the available official statistics do not use the categories basic to the study.

The project "Welfare Careers", led by Stefan Leibfried, at present concentrates on theoretical and methodological aspects of data collection and analysis. The project team is conducting the first quantifying and time-related analysis of data from files of local welfare offices. Their goal is to develop a dynamic typology of status passages within the welfare system which differs from the usual cross sectional typologies. This quantitative analysis is linking up with life course studies by dealing with the hypothesis of a pluralization of life styles. By using process-produced data it is possible to develop a dynamic research approach which will be an improvement compared to retrospective and panel studies of welfare recipients. Furthermore, the data analysis will make use of advanced methods of event history analysis. This project sets an example in translating our research program by looking at the effects of a major agency of the welfare state on status passages in the life course of clients as a process which creates a social status at risk.

In deciding on how people in certain conditions of risk should be sorted into various status passages, public and private employers use the judgement of experts. By interviewing industrial doctors a research team, led by Rainer Müller, looks at the background assumptions and practices of experts who are among the gate-keepers regulating status passages in

the employment system. This study combines a representative survey of industrial doctors in the Federal Republic with narrative interviews of a small subsample of respondents. Again it has turned out that it is very difficult to get background data from the professional organisation of industrial doctors. The questionnaire collects information on work conditions of industrial doctors, on conflicts and cooperation in their work setting. The research team has made the experience that industrial doctors do not understand the research questions from an institutional perspective, but rather from the view point of the helping profession.

A project of great actuality, directed by Karl Schumann, deals with "The Social and Occupational Integration of Migrants from East Germany". More than 300.000 mostly young East Germans have crossed the border between Hungary and Austria in 1989 - heading for a new second life in West Germany. This migration creates a particular risk for the continuity of their occupational biographies as well as for their entire social situation. Persons who have been socialized in a socialist country, but who are in opposition to the authoritarian role of the party bureaucracy, are now confronted with a totally different social and institutional structure - they may end up in the Federal Republic in a more or less marginalized situation. The study analyzes the level of integration achieved by former East Germans who live among us since 3 to 6 years. As most of the other studies in our research programme, the project combines standardized questionnaires with fairly large samples and qualitative interviews with persons who seem to have experienced rather typical or extraordinary life courses.

Two other projects deal with the historical development of cultural standards for defining retirement and the circumstances which lead to a step by step exclusion from employment, respectively.

The project "Limits and Images of Old Age", led by Heinz-G. Haupt and Gerd Göckenjan, conducts a study with materials from archives and official files in order to account for the relationship between changing cultural definitions of old age and social policy regulating the status passage to retirement. This will be an important social historical contribution to our research programme, documenting the in-

terrelationship of social change, institutional definitions and every-day assumptions concerning old age since the Age of Enlightenment.

The effects of being put on a sicklist on initiating a passage from working status to unemployment, underemployment, disability, early retirement or death are studied in a project directed by Johann Behrens on "Passages in Careers of Descent and Recovery". This longitudinal study is using a large data bank compiled from files of a health insurance fund in order to discover circumstances that lead from a medical diagnosis to a spiral of occupational destabilization. Besides setting up the data bank the project team has managed to conduct three exploratory substudies, among them a multivariate survival analysis of employment duration relating company variables with individual variables.

Now I will turn to the group of projects which approach questions of our research program from the perspective of life course transitions and biographical experiences.

A project led by Birgit Geissler studies the "Life Plans of Young Women" by using a combination of narrative and focused interviews with a small sample of young women who were selected according to their situation in the labour market. After half of the interviews the results suggest an assimilation of life course sequences of young women and men in the life-stage before marriage. Pathways into irregular employment seem to be varied and not necessarily caused by labour market restrictions alone. Compared to the life course of their mothers the young women interviewed emphasize individual decisions that should not be guided by traditional role norms and life perspectives. Concrete life plans concerning for instance marriage and children seem to get postponed to the late twenties.

A similar question is studied in the project "Status Sequences of Women between Employment and Family Life", led by Helga Krüger, by reconstructing the life course of women who started working with a vocational qualification short after World War two. The research team collects data on three levels: training and employment statistics, life history data from a standardized questionnaire and the subjects' views on life course decisions relating to family and work

from biographical interviews.

The first results from the questionnaire study suggest that life course patterns of these women do not correspond to any of the so-called phase models. They are rather highly individualized and irregular. Nevertheless, the employment histories of these women have followed restrictions characteristic of labour market segments for women.

A comparison of the results of these two projects will give some hints on the relative importance of cohort, age and period effects for the development of an individualized life course among women.

A third group of projects deals with the interaction between institutional standards and practices on the one side and the shape and content of life course transitions at labour market entry on the other.

Combining quantitative and qualitative methods the project "Status Passages into Employment", directed by Walter R. Heinz, studies the job entry sequences of skilled young white and blue collar workers in two West German labour markets, one with low, one with high risks of unemployment after training. The research team has conducted a questionnaire study on education and training histories in order to develop a typology of transition sequences. From this typology small subsamples have been selected and contacted for biographical interviews which will be repeated several times to monitor the process of labour market integration or exclusion. First results from analyzing the questionnaire data suggest that there are much higher qualification requirements for the same occupation in the labour market with high unemployment. Furthermore, there are vast differences in employment after training which are related to both labour market region and occupation.

The project "Uncompleted Passages after Graduation in Social Professions", led by Ursula Rabe-Kleberg, has conducted a questionnaire study in three labour markets and has interviewed experts about hiring criteria. Preliminary results suggest that men and women in social professions use different job search strategies and that employers expect from applicants to present themselves with an individualistic, competitive biography. The next step of this study will be the analysis of different types of status passages since graduation in order to select subgroups of people trained in social professions who will be

interviewed in depth at a later date.

The transition to work may already be tainted by assigning deviant status to young people who are still at school. The impact of early labelling experiences by agencies of social control on the status passage to vocational training is studied in the project "Selection Processes and Deviant Behaviour", led by Karl Schumann. A questionnaire study of all students in Bremen who are finishing lower-level schooling has been conducted two months before the end of the last school year. First results show that only one fourth of the respondents have a chance to look forward to enter an apprenticeship nowadays. This means that roughly three fourth of young people who leave school with a lower-level certificate will enter irregular status passages to work. A series of indepth interviews with subsamples will attempt to find out relationships between labelling experiences, school achievement, training and labour market prospects of these young people.

I am convinced that my progress report gives at least an impression about the range of status passages which are studied within our conceptual framework. Furthermore, the variety and sophistication of methods for data collection and analysis of the material should be obvious.

4. On the Symposium

Let me finally say some words concerning the symposium. An important goal of our conference is to check potentials and to test problems of studying status passages in various economic and cultural contexts. At present most of our projects compare status passages in different life course transitions in various regions of West Germany where the variation of institutional regulations are relatively limited. Depending on the degree of institutionalization of status passages and on the development of social policy standards risks in life course, however, will have different consequences for social status, life perspective and biography.

In order to develop research along these lines cross-societal cooperation is fundamental. Therefore, we would like to discuss possibilities for setting up closer connections which might contribute to the life course of our research programme. Most of our pro-

jects already have an active exchange about research experiences and results with some of the participants of our conference.

I am confident that getting to know each others' research more closely during the next days will lead to an intensification of contacts. As next steps spending some time with each others' research teams and, hopefully, developing ideas for joint projects, are conceivable.

Some remarks concerning the sequence of presentations and workshops (see enclosed programme): we will have six key-note presentations and comments on the state of the art in life course research, concerning social change, family life, critical life course transitions, international perspectives and the welfare state. Three main themes of our research programme will be taken up in workshops on a comparative basis:

- Status passages between education and work will be analyzed for tendencies which point to new youth biographies: "Youth and new patterns of identity" and "The construction of youth between education and labour market".
- Processes of assimilation and differentiation of life course patterns will be discussed in relation to "Bargaining processes in occupational and reproductive work in life course" and "Continuity and discontinuity of life courses of women and men".
- Finally, risks of marginalization in life course will be taken up by discussing the "Construction of social risk and status passages" and "The role of experts controlling status passages and sorting-out processes."

Last but not least - I would like to thank the institution and the individuals who have made this conference possible: The Deutsche Forschungsgemeinschaft has generously provided financial support. Without our very dedicated staff, especially Werner Dressel, Heidi Noltenius and Christel Schneider, the entire operation would'nt have been possible. We are all very thankful to them.

We are very happy to have succeeded in bringing together such a distinguished group of participants and we are looking forward to stimulating presentations, discussions and debates.

Appendix

University of Bremen
Special Collaborative Programme 186 of the Deutsche Forschungsge-
meinschaft (DFG)

Programme of the International Symposium
"Statuspassages and Social Risks in Life Course"
Oct. 2 - 5, 1989

Monday, Oct. 2:

10.30 - 11.00 Welcome address by Jürgen Timm (Rector of the Uni-
versity)

11.00 - 12.00 Walter R. Heinz (Chairman of Sfb 186): "Status Passages
and Risks in Life Course: An Introduction to the
Symposium"

14.00 - 18.00 Presentations with discussion

Chair: Karl F. Schumann

Myra Marx-Ferrée (University of Connecticut, USA)
"Gender conflict and change - Family roles in a
biographical perspective"

René Levy (Université de Lausanne, Suisse)
"Status passages as critical life course transitions"

Comment: Martin Kohli (Freie Universität Berlin)

Tuesday, Oct. 3:

09.00 - 12.30 Presentations with discussion

Chair: Walter R. Heinz

Glen H. Elder (University of North Carolina, USA)
"Linking social change and the life course"

Carol Stack (University of California, Berkely, USA)
"Family scripts - Negotiation between individuals and families"

Comment: Uta Gerhardt (Universität Gießen)

- Workshops are organized parallel to each other -

14.30 - 18.00 Workshop
 Youth and new patterns of identity

Chair: Karl F. Schumann

Claire Wallace (Plymouth Polytechnic, GB)
"New patterns of gender identity in youth? Or old ones reconstructed?"

Manuela du Bois-Reymond (Rijksuniversiteit te Leiden, NL)
"Life stages in self-perception of youth. A Netherlands study of statuspassage"

Gerlinde Seidenspinner (Deutsches Jugendinstitut, München)
"Youth and patterns of identity. Problems of gender related transitions to adulthood" (Presentation in German)

Comment: Burkhard Strümpel (Freie Universität Berlin)

09.00 - 12.30 Workshop
The role of experts at the control of status passages and
sorting-out processes

Chair: Rainer Müller

Deborah A. Stone (Brandeis University, Waltham, USA)
"Gatekeeping experts and the control of status passages"

Nico Plomp (Vrije Universiteit Amsterdam, NL)
"Disability benefit or rehabilitation to work. The dual
role of occupational physicians toward disabled workers"

Hans-J. v. Kondratowitz (Deutsches Zentrum für Alters-
forschung, Berlin)
"Cultural norms defining age status"

Comment: Ullrich Mergner (Universität Göttingen)

14.30 - 18.00 Workshop
The constitution of youth between education and labour
market

Chair: Walter R. Heinz

David N. Ashton (University of Leicester, GB)
"Labour markets and life course patterns of young adults
in the U.K."

Harvey Krahn (University of Alberta, Canada)
"The school to work transition in Canada: New risks and
uncertainties"

Jane Gaskell (University of British Columbia, Canada)
"The social construction of career: Women in clerical
training programs"

Comment: Fritz Sack (Universität Hamburg)

14.30 - 18.00 Workshop
Construction of social risk and status passage in life course

Chair: Stephan Leibfried

 Martin Rein (Massachusetts Institute of Technology, USA)
 "Women's careers in the social service sector"

 Annemette Sorensen (Harvard University, Cambridge, USA)
 "Divorce and its consequences: The distribution of risk between women and men"

 Angelika Tölke (Deutsches Jugendinstitut, München)
 "Women's labour force participation in a changing socio-historical context"

Comment: Ilona Ostner (Universität Bremen)

Wednesday, Oct. 4:

09.00 - 12.30 Workshop
Bargaining processes in occupational and reproductive work in life course

Chair: Helga Krüger

 Ursula Müller (Universität Bielefeld)
 "Family - space for individual self-development or privatization of social problems?"

 Rosemarie Nave-Herz (IFG Hannover und Universität Oldenburg)
 "A socio-historical perspective on family events and patterns of women's labourforce participation"
 (Presentation in German)

Comment: Carol Hagemann-White (Universität Osnabrück)

14.30 - 18.00 Workshop
Continuity and discontinuity of life courses of women
and men

Chair: Birgit Geissler

Susan Yeandle (Nottingham Polytechnic, GB)
"The working lives of married couples: An examination
of change, disruption and continuity with special
reference to midlife"

Jackie West (University of Bristol, GB)
"Women's and men's working lives: Current labour market
patterns in Britain"

Chiara Saraceno (Università di Trento, Italy)
"Patterns of life course institutionalization for men and
women in contemporary Italy"

Comment: Regina Becker-Schmidt (Universität Hannover)

Thursday, Oct. 5:

09.00 - 12.00 Presentations with discussion

Chair: Martin Osterland

Gunhild Hagestad (Institute for Social Research, Oslo,
Norway)
"Dilemmas in current life course research: An
international perspective"

Karl-Ulrich Mayer (Max-Planck-Institut für
Bildungsforschung, Berlin)
"Life courses in the welfare state"

Final remark: Walter R. Heinz

Vom Sfb 186 wurden im Jahre 1989 folgende Arbeitspapiere herausgegeben:

- Nr. 1 Voges, Wolfgang; Lohmöller, Jan-Bernd: Bedingungen vorzeitiger Beendigung der Erwerbsphase. Ein PLS-Modell zur Erklärung der Kausalzusammenhänge am Beispiel des Vorruhestands
- Nr. 2 Born, Claudia: Wie sich die Bilder gleichen... Zur Situation weiblicher Lehrlinge nach Kriegsende
- Nr. 3 Buhr, Petra; Leibfried, Stephan; Ludwig, Monika; Voges, Wolfgang: Passages through Welfare, The Bremen Approach to the Analysis of Claimant's Careers in "Publicly Administrated Poverty"
- Nr. 4 Heinz, Walter R.: Social Risks and Status Passages in Life Course. Introduction to the First International Symposium
- Nr. 5 Osterland, Martin: "Normalbiographie" und "Normalarbeitsverhältnis"
- Nr. 6 Meuser, Michael; Nagel, Ulrike: Experteninterviews - häufig verwendet, wenig beachtet. Ein Beitrag zur qualitativen Methodendiskussion
- Nr. 7 Krüger, Helga; Born, Claudia: Sequenzmuster in unterbrochenen Erwerbskarrieren und Ausdifferenzierung in Qualifikationsspektrum von Frauen